

Year Two

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding & Word Reading (800-1500 words)	<p>Understand the important of decoding words automatically.</p> <p>Understand that some words can not be decoded with phonetic strategies.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Know that phonemes may be represented by different graphemes.</p>	<p>Know that familiar words do not need to be sounded out and blended.</p> <p>Read familiar words accurately without sounding or blending.</p> <p>Build on reading common exception words from Year 1, noting unusual correspondence between spelling and sound.</p>	<p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make more sense.</p> <p>Recognise the syllables in words.</p> <p>Know that other strategies can be used to read unfamiliar words.</p>	<p>Read words containing common suffixes.</p> <p>Read an increasing range of common exception words.</p> <p>Know that breaking words into syllables helps fluent decoding.</p> <p>Use other strategies to support fluent decoding.</p>	<p>Read words of two or more syllables accurately.</p> <p>Read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Read books matched to my reading age confidently and fluently.</p>
<p>A Year Two reader will engage in reading by:</p> <ul style="list-style-type: none"> • Continuing to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; • Focussing on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; • Reading many common exception words in the Y2 POS; 						

	<ul style="list-style-type: none"> • Reading aloud books closely, matched to their improving phonic knowledge; • Having exposure to texts, which include more sophisticated and challenging vocabulary. 					
<p>Fluency & Phrasing (90 wpm)* <i>*Reading speeds are approximate guides to average words per minute and pace of reading is only one indicator of fluency.</i></p>	<p>Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Recite familiar poems by heart.</p>		<p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p>		<p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Read many Year Two common exception words automatically by sight.</p> <p>Use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	
<p>Literal Understanding & Retrieval* <i>*See attached document 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</i></p>	<p>Know that the purpose of reading is to make meaning.</p> <p>Know that there is a range of decoding strategies.</p> <p>Check the text being read makes sense.</p>	<p>Re-read when meaning has been lost.</p> <p>Ask questions to clarify understanding.</p>	<p>Use prior knowledge and reading experiences to understand texts.</p> <p>Use the context to understand texts.</p> <p>Find the answers to retrieval questions about stories, poems or non-fiction texts.</p> <p>Make predictions about possible events.</p>	<p>Self-correct when meaning has been lost.</p> <p>Recognise that a writer can have a message for the reader.</p>	<p>Know what the inference- 'reading between the lines'- means.</p> <p>Find inferences characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Recognise key ideas in a text.</p>	<p>Explain inferences about characters' feelings and thoughts.</p> <p>Explain a writer's message.</p> <p>Make predictions about how characters might behave.</p>

	<p>A Year Two reader will learn to:</p> <ul style="list-style-type: none"> • Begin to scan for key words in the text order to locate answers; • Begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Keywords: first, princess, castle; • Sometimes find answers where the question word does not match the text word; • Navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; • Recognise simple recurring literary language; • Locate and discuss favourite words and phrases; • Read (and recite) a repertoire of poems including classical poetry; • Draw on vocabulary-knowledge to understand texts and solve problems; • Check the text makes sense as they read. 					
<p>Response To Text* *Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p>Know that there are different kinds of stories.</p> <p>Listen to or read a range of different kinds of stories.</p> <p>Know that texts have a purpose.</p> <p>Know the difference between poetry and narrative.</p> <p>Talk about books or poems read.</p>	<p>Make choices about the books read.</p> <p>Know that non-fiction texts are organised differently from fiction texts.</p> <p>Know that there are different kinds of poetry.</p> <p>Listen to different kinds of poetry.</p>	<p>Explain preferences of certain texts or stories.</p> <p>Retell stories with the key events in the correct sequence.</p> <p>Identify the purpose of a book or a text.</p> <p>Talk about the meaning of different poems.</p> <p>Recognise that a poem can tell a</p>	<p>Retell a story with the key events and characters.</p> <p>Know how to find information in a non-fiction text.</p> <p>Know that texts or stories are set in different places or times.</p> <p>Give an opinion on poems read.</p> <p>Find patterned or recurring literary language in poems</p>	<p>Decide how useful a non-fiction text is to find the information needed.</p> <p>Identify the setting or time in texts or stories.</p> <p>Recite or perform a poem making the meaning clear.</p> <p>Talk about favourite words or phrases.</p> <p>Know that word</p>	<p>Discuss the setting or time in texts.</p> <p>Explain why a writer has chosen a word to affect meaning.</p>

	<p>Know that stories and poems can have patterned or recurring literary language.</p>		<p>story.</p> <p>Find favourite words and phrases.</p>	<p>and stories.</p>	<p>choice affects meaning.</p>	
<p>A Year Two reader will develop pleasure in reading, motivation to read, and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently; • Participating in discussions about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say; • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Discussing the sequence of events in stories; retell these events orally, once the story has become familiar; • Talking about how different items of information in non-fiction texts are related; • Recognising simple recurring literary language e.g. once, long ago; far, far away; we shall have snow; • Discussing their favourite words and phrases; • Clarifying the meaning of words, linking new meanings to known vocabulary; discuss favourite words/ phrases. 						
<p>Inferential Reading Skills</p> <p><i>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</i></p>	<p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> <p>Predict what might happen next on the basis of what has been read so far.</p>	<p>Guess feelings of characters and reasons for these feeling particularly when based on their personal experiences e.g. Why might Owl be afraid of the dark.</p> <p>Explain their understanding of what is read to them beyond that which is explicitly stated e.g. make a sequence of events or explain a moral or message.</p>	<p>Learn about cause and effect e.g. what has prompted a character's behaviour.</p>			
<p>A Year Two reader will develop their inference skills by:</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words; • Linking new meanings to known vocabulary provided by the teacher. 						

<p>Stimuli</p> <p><i>*See Appendix Three: Text Map for other linked texts.</i></p>	<p><u>Movers and Shakers (History)</u></p> <p><u>Linked Text:</u> Rosa Parks- Little People Big Dreams Series</p>	<p><u>Coastline (Geography)</u></p> <p><u>Linked Text:</u> Katie Morag And The New Pier</p>	<p><u>Magnificent Monarchs (History)</u></p> <p><u>Linked Text:</u> Queen Vitoria's Bathing Machine</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • word • sentence • phoneme • grapheme • diagraph • trigraph • syllable • suffix • decoding 		